



Culture

Professional Development Agendas and Activities

ACTIVITY 9 — BUILDING A DATA-DRIVEN CULTURE

Douglas Street School Case Study
Time 0:00–1:20 (1 hour 20 minutes)

Objectives	
Core Objectives (participants):	
<ul style="list-style-type: none">• Analyze a second case study on data-driven instruction.• Distinguish the core drivers of data-driven success from false drivers.• Understand that complete faculty buy-in is not needed for data-driven instruction to be effective.• Identify the key principles of data-driven culture.	
Materials and Handouts	Handouts:
	<ul style="list-style-type: none">• PowerPoint• Pad of poster paper• Large markers (one set per eight to ten workshop participants)• Douglas Street Case study [See "Culture" section of CD-ROM.]
Differentiation and Adjustments for Group Size and Type	
• None needed.	

Introduction to Douglas Street Case (0:00–0:05)

Hand out Douglas Street case study.
Give context:

- This is a fact-based case study, based on the real experience of two public schools.

Share Predictions, Reveal Actual Results (0:25–0:30)
Write 100%, 77–99%, 51–75%, 26–50%, and 0–25% on a piece of block paper. Have people raise hands revealing what percentage of teachers they thought made

Individual Reading of Case Study (0:05–0:25)
Have the participants read the case study, which can be found in the “Culture” section of the CD-ROM.

Have participants spend the next fifteen minutes reading through this case study, but do not reveal the results; instead, have the audience make predictions about what they think will happen and list what they consider to be the key factors and power actions behind the outcome at Douglass Street. Tell everyone to write down their own prediction without consulting anyone else. Make sure people write down the key drivers and stumbling blocks.

Case Study: Douglass Street School

- Did Krista Brown meet the challenge of 15 percent gains? What percentage of teachers do you think made the gains? Which teachers did not? Why?
- Based on your answers, name the biggest stumbling blocks to the school's success.
- Based on your answers, name the most important drivers of school improvement.

Figure 11.1 Case Study Questions.

- The principal of the Douglass Street School, Krista Brown, is a friend of Marc Jones from the Springsteen case study. She has tried to learn from his struggles and has made a bet that she can get 15 percent improvement or better in every single class using data-driven instruction. Your task is to determine whether she succeeds. While reading, focus on answering the questions shown in Figure 11.1. (Display a slide based on the figure.)

the gains. Write their answers down. In most cases, the answers will either be largely negative (less than 50 percent) or a diverse sample all over the place. Reveal the real answer. In this school, *every single teacher* made fifteen-point gains in achievement.

Small-Group Sharing: Real Drivers and “Not Really” Stumbling Blocks (0:30–0:50)

Divide the participants into groups of six to eight, and ask people to spend twenty minutes answering the following on flip-chart paper:

- What were *not really* stumbling blocks to achievement gains?
- What are the *true drivers* for the achievement gains?

Break (0:50–1:05)

Before the break, identify three volunteers; tell them that while the others are on break, you and the volunteers will go through the responses recorded by the groups and highlight common answers across all groups as well as the unique responses.

Case Study Conclusions: Keys to Data-Driven Culture (1:05–1:20)

Discuss the traditional but ineffective ways to measure teacher effectiveness, showing a slide based on Figure 11.2.

Present a summary of what all the groups identified, or have a volunteer do so. Point out that in a data-driven culture, five things drive everything else. Display a slide based on Figure 11.3 to underscore this point.

Notice that buy-in is not listed as one of the drivers. That’s deliberate—it’s an effect, not a cause. You *create* teacher buy-in by doing these things.

Core Ideas

- In traditional school systems, the focus of quality is on how the teacher teaches.
- In a data-driven culture, the focus shifts to how the students are learning.

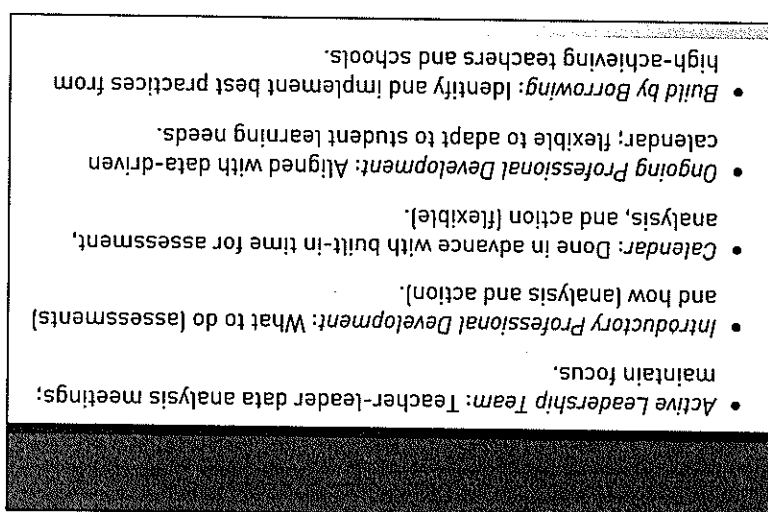


Figure 11.3 Drivers of Data-Driven Culture.

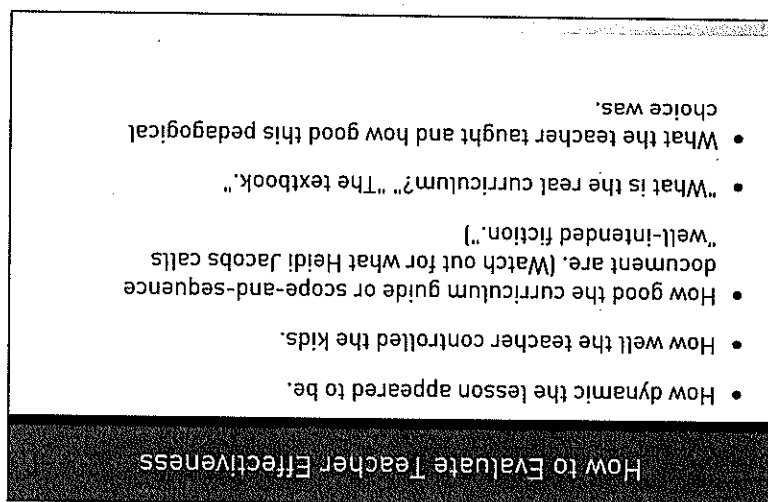


Figure 11.2 Traditional Systems: Principal-Centered Evaluation.

Language of Leadership Time 1:20–1:35 (15 minutes)

Objectives	
Core Objectives (participants):	<ul style="list-style-type: none"> Practice explanations and responses to faculty prepared the night before.
Materials and Handouts	Materials: <ul style="list-style-type: none"> PowerPoint Handouts: <ul style="list-style-type: none"> None
Differentiation and Adjustments for Group Size and Type <ul style="list-style-type: none"> Note: The "elevator speech" can be given as a homework assignment prior to this part of the workshop. 	

Introduction to the Power of Language (1:20–1:25)

This segment sets the context.

No matter how well you've established all your systems and how effective the professional development you have done, at the end of the day, you will still have some teachers who say, "That was nice, but . . . what's this all about? Why data-driven instruction?" In responding to this, I've found that what works best are simple, vivid analogies like the hidden scoreboard.

It's also useful to share a set of examples. (Refer to the Success Stories sprinkled throughout this book for good material to use.)

To prepare, write out an analogy or anecdote that you feel can simply and effectively explain just why we are using data-driven instruction.

Practice Responses to Faculty (1:25–1:35)

Form groups of three. Give each member one minute to deliver a message.

Colleagues give the speaker feedback about what was effective and ineffective about the message.

At the end of role plays, elicit responses from the large group on the most effective stories and analogies that emerged.

Walk around during the deliveries and listen to what is being said: take the opportunity to praise best practices and offer feedback.

ACTIVITY 10—START-UP SCENARIOS

Confronting Obstacles

Time 1:35–2:00 (25 minutes)

Objectives	
Materials and Handouts	Core Objectives (participants): <ul style="list-style-type: none"> Overcome obstacles likely to arise in the start-up stages of implementing data-driven instruction.
	Materials: <ul style="list-style-type: none"> PowerPoint Handouts: None
Differentiation and Adjustments for Group Size and Type	
<ul style="list-style-type: none"> The start-up scenarios presented reflect some of the challenges that have been most common in the schools that have launched the processes described in this book. Adjust these scenarios as needed to match the challenges you anticipate your participants will be facing. If you are running overtime at this stage of the workshop, you can speed things up here by allowing just the pair sharing and then stating the right answer (rather than letting the large group share their ideas after each challenge). This can recover fifteen minutes from the agenda. 	

Start-Up Scenarios (1:35–2:00)

Give context:

- Focus on some of the start-up challenges you might face as you put data-driven instruction into practice.
- After presenting the challenge, spend one minute with the person next to you discussing what you would do, and then spend a few minutes discussing the ideas as a group.

Present each scenario—one at a time.

Go through the pair sharing process, allowing one minute each.

Then, if time allows, do the large-group sharing—up to two minutes per scenario (see “Differentiation” for guidance)

Display slides based on Figures 11.4, 11.5, and 11.6.

Figure 11.4 Entry Scenarios: Dealing with Challenging Situations 1.

Dealing with Challenging Situations 1

YOUR TEACHER TEAM HAS NO INTERIM ASSESSMENTS

You are placed with a teacher team at a grade level for which there are no citywide interim assessments, and the school doesn't have any either. What do you do?

YOUR DISTRICT HAS POOR MANDATED INTERIM ASSESSMENTS

Your district has an interim assessment in November and April, and your state test is in June. Not only are the interim assessments too far apart, as you review them you realize that they address only about half the standards that will be on the state assessment, and they don't include any open-ended responses. What do you do?

Figure 11.5 Entry Scenarios: Dealing with Challenging Situations 2.

Dealing with Challenging Situations 2

JADED LEAD TEACHER

You are working with a team of teachers. When you do your opening professional development work with them around data-driven instruction, the younger teachers seem very interested in working on it. But the oldest teacher on the team (who has a great deal of influence on everyone else) makes dismissive comments about how this is a waste of time. You give your one-minute response about the importance of this work, but you can see the newer teachers' enthusiasm drop. What do you do?

Figure 11.6 Entry Scenarios: Dealing with Challenging Situations 3.

Dealing with Challenging Situations 3

ASSESSMENTS ARE UNALIGNED WITH INSTRUCTIONAL SEQUENCE

You notice that the interim assessments in your city are not aligned with the instructional sequence that the teachers are mandated to follow. What do you do?

NO GOOD ANALYSIS

Your district takes too long to produce a data report, and you have no analysis templates to use. What do you do?

Core Idea

- Build by borrowing: Whenever you face a struggle, find a school that has made significant gains in achievement and employ systems that they have already built. There is no need to reinvent the wheel!

Large-Group Participation

These are ideal answers for each of these scenarios. Other answers could also be plausible. Use your best judgment on the plausibility of each idea generated by the group based on the core principles of the Data-Driven Implementation Rubric.

Start-Up Scenario 1 (No Interim Assessments)

- Easiest solution: Find a school in your state that already has great results using interim assessments and ask to use its assessments. Most states have schools that have developed interim assessments aligned to state assessments that can serve as a model for your own school.
- Harder solution: Create a teacher team that will write assessments for the school.

Start-Up Scenario 2 (Poor District-Mandated Interim Assessments)
 Answers will vary depending on the flexibility of the district. Here are some potential solutions:

- Supplement the district assessments with an additional set of questions that add the standards that will be on state assessments or are college-ready. Have students answer that set of questions at the same time as the district assessment. Combine the results to see how the school did.
- De-prioritize the district assessment and implement school-specific interim assessments that will be the drivers of instruction. Students can view the district tests as simply an in-class or even homework assignment so as to reduce the feel of overtesting.
- If the mandated assessments are far enough apart, add a school-based interim assessment between two district assessments.

Start-Up Scenario 3 (Jaded Lead Teachers)

Answers could vary depending on the teacher. Here are some potential solutions:

- Ask jaded lead teacher to lead the initiative within your framework. (Remember the Douglass Street case: It's harder to undermine something if you are charged with leading it!)
- Separate out the work of your teachers with a positive reaction from those who are resistant. Work one-to-one with resistant teachers in the data analysis process.
- There are phases of acceptance of data-driven instruction: be patient with people's attitudes. (See Follow-up Workshop for School Leaders.)

Start-Up Scenario 4 (Assessments Unaligned with Instructional Sequence)

If the city interim assessments are *good* (as defined by the implementation rubric), then find creative ways to change the instructional sequence to match:

- Revisit the pacing guide. Embed missing standards in appropriate places within the pacing guides: plan for embedding them in Do Now's, learning centers, homework assignments, mini-lessons, and so on.
- Reduce the time on certain standards to add the additional standards that are missing from the instructional sequence.

If the city interim assessments are not good, you're back with Scenario 2.

Start-Up Scenario 5 (No Good Tools for Analysis)

Select tools from this book to use in your school!